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ABSTRACT

The handbook contains guidelines, forms, information, worksheets, charts, and records that the math tutor needs to implement the Orange County, Florida, public schools Chapter 1 program. Included are the following: (1) lists of Chapter 1 schools, district staff, and staff assignments; (2) documentation records; (3) math tutor job description; (4) non-instructional duties clarification; (5) guidelines for serving pupils; (6) Chapter 1 fact sheet; (7) parent letter; (8) tutor plan sheet; (9) observation checklists; (10) tutor program schedule; (11) math behavioral checklist and coordination form. (PS)

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ECIA CHAPTER I

MATH

TUTOR

HANDBOOK

1986-1987

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ORANGE COUNTY PUBLIC SCHOOLS
P.O. Box 271 • 434 North Tampa Avenue • Orlando, Florida 32802

FOREWORD

This handbook has been prepared to help you meet the challenges and enjoy the rewards of your job as a math tutor. We encourage you to use it as a reference as you work with others in your school for the betterment of education of children.

Best wishes for a most successful school year.

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
MATH TUTOR HANDBOOK
1985-86

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ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
ELIGIBLE SCHOOLS, 1986-1987

The forty-eight (48) Chapter I schools are listed in order of eligibility based on selection procedure utilizing percent of economically disadvantaged students.

SCHOOLS	PERCENT	SCHOOLS	PERCENT
1. MAXEY	93.67	25. BLANKNER	50.26
2. IVEY LANE	91.14	26. DILLARD STREET	47.91
3. WHEATLEY	89.68	27. LAKE WESTON	46.74
4. HUNGERFORD	79.82	28. KILLARNEY	45.97
5. TILDENVILLE	76.89	29. LANCASTER	43.97
6. HILLCREST	76.03	30. SADLER	42.82
7. ORLO VISTA	71.99	31. LAKE SILVER	42.75
8. ORANGE CENTER	68.36	32. PRINCETON	42.53
9. APOPKA ELEM	67.57	33. DURRANCE	41.75
10. GRAND AVENUE	67.46	34. CYPRESS PARK	41.69
11. TANGELO PARK	65.66	35. HIAWASSEE	41.64
12. ROCK LAKE	62.58	36. PALMETTO	39.53
13. CATALINA	60.81	37. LOVELL	39.43
14. PINELOCH	60.13	38. RIDGEWOOD PARK	38.22
15. LAKE COMO	58.48	39. BONNEVILLE	36.32
16. WASHINGTON SHORES	58.39	40. SPRING LAKE	36.31
17. PINE HILLS	56.20	41. OAK HILL	35.98
18. RAY, MOLLIE	54.09	42. ROLLING HILLS	35.24
19. FERN CREEK	53.74	43. DREAM LAKE	34.42
20. ZELLWOOD	53.61	44. AZALEA PARK	33.26
21. ECCLESTON	52.76	45. OCOEE	32.69
22. KALEY	51.97	46. ENGELWOOD	32.66
23. RICHMOND HEIGHTS	51.94	47. LOCKHART	32.32
24. COLUMBIA	51.17	48. CLARCONA	

NEGLECTED OR DELINQUENT CENTERS

1. BETA HOUSE
2. ORANGE HOUSE
3. LITTLE RED SCHOOL HOUSE
4. ORLANDO REGIONAL DETENTION CENTER
5. THEE DOOR

NON-PUBLIC

1. ST. ANDREWS
2. ST. CHARLES
3. ST. JAMES
4. ST. JOHN
5. GOOD SHEPHERD
6. PAL ACADEMY

1/CHAP/103.3

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
DISTICT STAFF

SENIOR ADMINISTRATOR	LOUIS L. FOSTER 423-9281
PROGRAM CONSULTANTS	MAXIE CINNAMON 422-3200 X640
	RUTHENIA WARD 422-3200 X636
DISTRICT RESOURCE TEACHERS	DEBRA ALLEN 422-3200 X468
	ROBERT ALLEN 422-3200 X638
	CAROLYN DORMAN 422-3200 X576
	ELAINE THOMPSON GARDNER 422-3200 X642
	CAROL HARTMAN 422-3200 X669
AUDIO/VISUAL TECHNICIAN	DOMINIC O'DONNELL 422-3200 X394
SECRETARIES	TBA 422-9281
	EVA GIBBS 422-3200 X309
PROGRAM ASSISTANT (FINANCE AND PERSONNEL)	DIANE MCCALLAN 422-3200 X637
CHAPTER I OFFICE ADDRESS	434 North Tampa Avenue Orlando, Florida 32805
(For Courier)	Program Consultants Station 210 Administrative Center
	Resource Teachers Station 402 Chapter I Annex

CHAPTER I
SCHOOL ASSIGNMENTS 1987

Group 1 - Ruthenia Ward
Program Consultant

Carolyn Dorman, Resource Teacher

1. Blankner
2. Dillard Street
3. Ivey Lane
4. Maxey
5. Oak Hill
6. Ocoee
7. Orange Center
8. Orlo Vista
9. Pine Hills
10. Ridgewood Park
11. Rock Lake
12. Spring Lake
13. Tildenville

Bob Allen, Resource Teacher

1. Grand Avenue
2. Lake Silver
3. Mollie Ray
4. Rolling Hills

Elaine Gardner, Resource Teacher

1. Apopka
2. Clarcona
3. Dream Lake
4. Hiawassee
5. Hungerford
6. Killarney
7. Lake Weston
8. Lockhart
9. Lovell
10. Princeton
11. Richmond Heights
12. Wheatley
13. Zellwood

Group 2 - Maxie Cinnamon
Program Consultant

Debra Allen, Resource Teacher

1. Columbia
2. Cypress Park
3. Durrance
4. Eccleston
5. Fern Creek
6. Hillcrest
7. Lake Como
8. Palmetto
9. Pineloch
10. Sadler
11. Tangelo Park

Bob Allen, Resource Teacher

1. Beta
2. Detention Center
3. Little Red School House
4. Orange House
5. Thee Door

Carol Hartman, Resource Teacher

1. Azalea Park
2. Bonneville
3. Catalina
4. Engelwood
5. Kaley
6. Lancaster
7. Washington Shores
8. Good Shepherd
9. PAL Academy
10. St. Andrew
11. St. Charles
12. St. James
13. St. John Vianney

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1/CHAP/177
7/31/86

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
MATH TUTOR JOB DESCRIPTION

The Chapter I Math Tutor, responsible to the principal of the school, supports the math instruction of the regular classroom. The tutor will assist with the instructional process for target students by providing activities to reinforce skills previously taught by the classroom teacher.

TYPICAL DUTIES:

1. Delivers forty-three tutorial sessions each week. (Tutorial time will equal 210 minutes for Wednesday; 270 minutes for the other four days, except when Chapter I staff development is scheduled.)

2. Works with students in all three (3) grade levels (1, 2, and 4) individually or in groups not to exceed three (3) at any one time.

3. Establishes a time certain for the monthly conference with each classroom teacher to obtain skill prescriptions and to discuss students' progress.

4. Maintains plan sheets that reflect coordination between the regular school program and the Chapter I supplemental program.

5. Works with students on enabling skills that support the regular classroom math instruction.

6. Provides understanding through experiences that reinforce mathematical algorithms by modeling and using concrete objects before proceeding to drill activities.

7. Uses a variety of materials/activities including computer software programs to reinforce skills.

8. Documents monthly conferences with each classroom teacher by initialing the Coordination Form for each Chapter I student served.

9. Documents presentation (S/P) of skills for each student by checking the appropriate column on the Coordination Form.

10. Assumes the responsibility of maintaining the documental records necessary for program implementation.

    a. Schedules
    b. Plans
    c. Coordination Forms

11. Notifies immediately and submits the Coordination Form to the Chapter I Coordinating Teacher when a student is withdrawn from the program.

12. Assists the Chapter I team in the organization and maintenance of materials.

1/CHAP/169

13. Attends Chapter I staff development activities.

14. Assists in maintaining an inventory of materials and equipment.

15. Meets with the Chapter I Coordinating Teacher to articulate program needs.

16. Confers with assigned district level Chapter I staff.

17. Other duties as assigned.

QUALIFICATIONS:

EDUCATION: The math tutor should possess a high school diploma or G. E. D. equivalent.

EXPERIENCE: Prior work experience with children is desirable.

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7/2/86

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
NON-INSTRUCTIONAL DUTIES CLARIFICATION

I. INTERPRETATION OF REGULATIONS

State guidelines for implementation of Chapter I, P.L. 97-35 has clarified the utilization of Chapter I personnel for non-instructional duties. The following guidelines and restrictions are for scheduling Chapter I personnel for "other" school duties:

A. "An agency that receives Chapter I assistance may assign personnel paid entirely with Chapter I funds to certain duties not related to classroom instruction and that do not benefit only the children participating in the Chapter I project, if --

1. Such assignments are made at public school sites only.

2. These non-instructional duties are equitably distributed among personnel having similar duties and responsibilities at the same school site; and

3. The proportion of total work time that Chapter I personnel at the same school site spend performing these non-instructional duties does not exceed the lesser or either

(a) The proportion of total work time that Chapter I personnel having similar duties and responsibilities spend performing these non-instructional duties; or

(b) Ten per cent of the Chapter I person's total school day as defined by a school district; and

4. Such assignments do not interfere with the planning, implementation and/or evaluation of the instructional program as described in the project application.

B. For purposes of this section, Chapter I instructional personnel may be used to:

1. Assist in the administration of school-wide or grade-level testing as long as the children whom they would be teaching at a given time are participating in the school-wide or grade-level testing that is being administered at that particular time; and

2. Assist in school-wide or grade-level activities as long as the children whom they would be teaching at a given time will be participating in such activities."

1/chap/169.25

C. The following represent some examples of non-instructional duties that Chapter I personnel are <u>not</u> permitted to perform:

1. test chairperson
2. curriculum resource teacher
3. assistant principal
4. acting principal
5. grade chairperson or team leader
6. activity sponsor (student council, safety patrol, etc.)
7. test administrator
8. "fill-in" for other personnel (teachers, aides, secretaries, media specialists, etc.)
9. school store manager
10. school events coordinator (math and science fairs, assemblies, etc.)

II. INTERPRETATIVE DEFINITIONS

To facilitate the determination if a particular non-instructional duty assignment meets the requirements of P.L. 97-35, Section 556(d)(10), the following definitions of the descriptors used in this section are given:

A. Limited - the total time does not exceed 10 per cent of the employees' paid work day or does not exceed the same proportion of the total time spent by similarly situated personnel at the same school site, whichever is less.

B. Supervisory - the primary purpose of the assigned duty is to oversee, direct, or manage students to assure their safety and well-being during times they do not receive regularly scheduled instruction. Should the nature of the duty permit the employee to perform incidental tasks during the duty period, the test shall be made against the primary purpose of the duty.

C. Similarly Situated - includes those employees for whom the educational training, experiences and qualifications required for employment are the same; whose assigned tasks, or a majority thereof, enumerated on the position description, are the same; and whose earned benefits and privileges are comparable.

D. Rotating - the intent of this requirement is to assure equitable assignmnents for both Chapter I and similarly situated personnel. The rotation of personnel can occur on a weekly, monthly, or quin basis when the school's instructional schedule is best served by such a rotational plan.

Acceptable Monitoring Documentation Includes:

* Daily schedules
* Individual schedules and assignments
* Master duty assignments

SOME CAUTIONS - Public School Sites Only:

A. TEACHERS - If Chapter I personnel are assigned non-instructional duties then all instructional personnel must be on a roster. (This includes classroom, art, music, physical education teachers, etc.)

B. TUTORS/READING SUPPORT ASSISTANTS - If Chapter I personnel are assigned non-instructional duties, then all aides employed with state or local funds must be on the duty roster.

C. Classroom supervision by classroom teachers cannot be equated to extra duty at any time (including before and after school).

D. Chapter I personnel may serve on committees but should not chair or assume primary responsibility for activities that serve the entire school or grade level in a school.

E. Chapter I personnel may accept an extra duty that carries a supplement if all time required for the supplemented position is outside of the seven-hour-and-thirty minute day.

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
GUIDELINES FOR SERVING THE EXCEPTIONAL STUDENT

A. Students that are served full-time in Exceptional Education programs are not eligible to be served by Chapter I.

B. Chapter I children certified as eligible to be served by the Exceptional Education Program and who are not receiving these services are not eligible to be served by Chapter I.

C. Full time (school day) pupils in the Exceptional Education Program are presumed to have their needs met through the state program as defined in the Florida Statutes; therefore, they are not eligible for Chapter I services.

D. Children who are served part-time (pull-out) in the Exceptional Education Program are eligible to be served provided they meet the ECIA Chapter I selection criteria. Example: Students receiving exceptional education services in math only are eligibile for Chapter I reading only and conversely, students receiving exceptional education services in reading only are eligible for Chapter I math only.

E. Children who are receiving Speech/Hearing services are not selected by academic criteria; therefore, these students are exempt from meeting ECIA Chapter I exceptional student guidelines, and may be served in Chapter I regardless of their status in speech and hearing provided they meet the ECIA Chapter I selection criteria.

F. Children in the Exceptional Education Program who qualify for the ECIA Chapter I Program must attend the required number of Chapter I sessions per week. (Reading - 4 days, Math - 5 days)

G. When a student already receiving Chapter I services is staffed into an exceptional program, this student must be dropped from Chapter I.

1/CHAP/169.65

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
FACT SHEET

PROGRAM:

Supplemental instructional reading program utilizing the limited pull-out model with reading support teachers; supplemental tutorial math program utilizing the in-class model with math tutors.

PURPOSE:

To improve reading and mathematics skills of selected students.

TARGET POPULATION:

Eligible students in grades 1, 2, and 4.

SELECTION CRITERIA:

Grade 1:

1. Students must have been screened and recommended for preventative strategies.

2. Behavioral checklists must be completed for reading and math.

Grades 2 and 4:

Those students who score at or below the 33%ile on the total reading and/or total math batteries of the

(1) Comprehensive Tests of Basic Skills (CTBS) given in the spring of 1986, or during the 1986-87 school year,

OR

(2) other approved nationally normed standardized tests given in the last twelve (12) months.

DELIVERY OF SERVICE:

Reading: Students will receive supplementary reading instruction by teachers utilizing the whole language approach for approximately forty (40) minutes four days per week, except those weeks when Chapter I staff development activities are scheduled.

Math: Students will receive supplementary math assistance by tutors for approximately thirty (30) minutes, five days per week except those weeks when Chapter I staff development activities are scheduled.

1/CHAP/169.30

FACT SHEET
Page 2

INSTRUCTIONAL PROCEDURES:

The classroom teacher:

(1) delivers the initial instruction in reading and math to the Chapter I student.

(2) determines the specific reading and/or math skills to be reinforced by Chapter I personnel.

(3) confers with Chapter I teachers and tutors monthly to coordinate students' needs.

(4) indicates skills needing reinforcement for each Chapter I student by checking the Skills Assigned (S/A) column on the Coordination Form.

(5) documents monthly conferences with Chapter I teachers and tutors by initialing, dating, and noting any appropriate comments on the Coordination Forms.

The Chapter I Teacher:

(1) The Coordinating Teacher delivers no less than 24 instructional sessions per week. The Reading Support Teacher delivers no less than 28 instructional sessions per week.

(2) supports the regular classroom reading instruction by providing supplementary reinforcement of identified reading skills via an alternative approach which integrates language processes - listening, speaking, writing, and reading.

(3) teaches students in all three (3) grade levels (1, 2, and 4) in groups not to exceed eight (8) at any one time.

(4) establishes a time certain for the monthly conference with classroom teachers to coordinate students' progress and documents said conference on the Coordination Forms.

(5) documents presentation (S/P) of skills for each student by checking the appropriate column on the Coordination Form.

1/chap/169.31

FACT SHEET
Page 3

The Chapter I Math Tutor:

(1) delivers forty-three tutorial sessions each week. (Tutorial time will equal 210 minutes for Wednesday; 270 minutes for the other four days, except when Chapter I staff development is scheduled.)

(2) works with students individually or in groups not to exceed three (3) at any one time.

(3) works with students on enabling skills that support the regular classroom math instruction.

(4) provides understanding through experiences that reinforce mathematical algorithms by modeling and using concrete objects before proceeding to drill activities.

(5) uses a variety of materials/activities including computer software programs to reinforce skills.

(6) establishes a time certain for the monthly conference with each classroom teacher to discuss strategies and students' progress.

(7) documents monthly conferences with each classroom teacher by initialing the Coordination Form for each Chapter I student served.

(8) documents presentation (S/P) of skills for each student by checking the appropriate column on the Coordination Form.

1/CHAP/169.32

ORANGE COUNTY PUBLIC SCHOOLS
P.O. Box 271 • 434 North Tampa Avenue • Orlando, Florida 32802

_____
Date

Dear Parent:

Based on the results of achievement tests, your child _____ has qualified for participation in the ___ Reading Component and/or ___ Math Component of the ECIA Chapter I Program. This program is a supplemental Reading and Math Program in the first, second and fourth grades.

We feel that the Chapter I Program will give your child the boost in reading/math that will improve his/her performance in these areas. With the use of Chapter I funds, we are able to provide instructional personnel to support the classroom teacher and to give your child more individual attention.

You are urged to become involved at the district level by attending the parent meetings. The meetings will be held at least (2) times a year to discuss Federal and State Guidelines and to entertain your suggestions concerning future goals for the project. Your involvement in the district's efforts to meet your child's educational needs is encouraged.

We hope you will be pleased with our efforts to provide the best education possible for your child.

Sincerely,

Louis L. Foster
Chapter I Senior Administrator

_____
Classroom Teacher

_____
Principal

_____
Chapter I (Reading)

_____
Chapter I (Math)

Cut on dotted line and return this portion to your child's school.

☐ I plan to attend the parent meetings.

I prefer meetings to be held ☐ Morning ☐ Afternoon ☐ Evening
(Please check one)

☐ I am not able to attend the parent meetings, but would like to be informed about Chapter I events (open house, workshops, etc.).

Comments: _____

_____
Child's Name

_____
Parent/Guardian Signature

_____
School

_____
Home Phone

1/CHAP/169.1

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
DOCUMENTATION RECORDS

TEST RECORDS

a. Test booklets for first and second grades
b. Answer sheets for fourth grade

After verification by Chapter I district staff, these documents will be removed for storage and retained for (5) five years.

REQUEST FOR TESTING

The request for testing form provides a part of the testing documentation needed to verify that the student has been placed below grade level in reading, or has math deficits and there are no existing test scores. These forms are to be filed and retained for (5) five years.

TESTING RECORD

The testing record provides a part of the testing documentation needed to verify student eligibility and the disposition of each case. Any second or fourth grade student not on your school's spring CTBS print-out must be listed on this form including transferred students. These forms are to be filed and retained for (5) five years.

BEHAVIORAL CHECKLISTS

The behavioral checklist is one part of the selection criteria to determine student eligibility. A reading and math behavioral checklist must be completed for each first grade applicant. (See Fact Sheet: Selection Criteria) Checklists are to be filed and retained for (5) five years.

TEACHER OBSERVATION CHECKLIST FOR K-1.5 CHILDREN

The Orange County PREP screening instrument is one part of the selection criteria to determine student eligibility. This instrument must be completed for each first grade applicant. File and retain for five (5) years.

STUDENT RELEASE FORMS

Student release forms document that students previously identified as eligible for Chapter I services are no longer receiving those services because of reasons indicated on the form. Appropriate signatures are required. Forms are to be filed and retained for (5) five years.

STUDENT ROSTER/MAINTENANCE FORM

The roster documents component eligibility for students receiving Chapter I services. The monthly Student Roster print-out is to be filed and retained for (5) five years.

COORDINATION FORMS

Coordination forms provide documentation that the classroom teacher has prescribed specific skills for remediation and that a conference has occurred monthly between classroom teacher and Chapter I personnel. These forms are to be retained until the end of the current school year.

1/CHAP/169.43

DOCUMENTATION RECORDS
Page 2

SCHEDULES

Schedules provide records needed to document that the required amounts of services are being provided to eligible target students. New schedules need to be submitted anytime there is a major change in student contacts and/or a change in time students are served. Schedule sheets are to be filed and retained until the end of the current school year.

INSTRUCTIONAL GROUP ASSIGNMENTS

This form lists students by groups for whom instructional plans are made. Current group assignments need to be updated as needed and retained until the end of the current school year.

PLAN SHEETS

Plan sheets provide records needed to document that skills prescribed by the classroom teachers are being reinforced/remediated. Plans for how the skills are to be reinforced/remediated need to be completed prior to student contact. Plan sheets are to be filed and retained for three (3) years.

REQUISITIONS

Requisitions will originate at the school site. The blue copy is to be retained by the Chapter I Coordinating Teacher until the end of the current school year.

EXPENDITURE FORM/BUDGET ALLOCATION MEMO

The reading and math expenditure forms will provide a record of purchases and a current balance. These forms are to be updated after each purchase and retained along with the budget allocation memo until the end of the current school year.

PROPERTY INVENTORY/INSTRUCTIONAL MATERIALS INVENTORY

Verify all equipment and furniture listed on the property inventory print-out; provide an up-to-date inventory of all instructional materials; i.e. kits, games, books, etc. with an appropriate check-out system.

OBSERVATION REPORT

The observation report documents articulation of the child's program between home and school. Retain until the end of the current school year.

INSERVICE/ORIENTATIONS

Inservice announcements document that opportunities have been extended to Chapter I personnel to participate in staff development activities. These memos are to be filed and retained until the end of the current school year.

Sign-in sheets for orientation activities at your school for teachers and/or parents document that this service has been provided by Chapter I personnel. These records are to be retained until the end of the current school year.

1/CHAP/169.44

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
TUTOR PLAN SHEET

GRADE(S)	STUDENT(S)

TUTOR: _____

WEEK OF: _____

VERIFICATION: _____

	SKILLS	MATERIALS/ACTIVITIES
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
TUTOR PLAN SHEET DIRECTIONS

(1) Indicate grade level and names of students served. If plans are for more than one student, the skills prescribed for remediation must be the same.

(2) Use the Coordination Form to assist in writing a brief explanation of the skill. (See sample plan sheet)

(3) Indicate materials/activities to be used to remediate skills.

(4) Briefly describe planned activities-how materials will be used.

(5) Verification of appropriate planning will be documented by Chapter I personnel.

1/CHAP/169.46

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
SAMPLE TUTOR PLAN SHEET

GRADE(S)	STUDENT(S)

TUTOR: _____

WEEK OF: _____

VERIFICATION: _____

	SKILLS	MATERIALS/ACTIVITIES
MONDAY	Numeration #6 Compare numbers 0 - 20	Unifix cubes: 6 orange, 5 white, 9 blue Have students sort cubes and compare sets using the vocabulary greater than, less than, equal to. Make "real" graphs by placing cubes on graph chart. Give oral math sentence for graph info.
TUESDAY	Same	Buttons, bottle caps, sea shells. Review and graph items on chart. Give chart info orally and write math statement using symbols, e.g., $7 > 3$, $3 < 7$. (Touch, see, say, write)
WEDNESDAY	Same	Cards with symbols and blanks for numbers. Play game. Students complete math sentence (6 is greater than 2) before spinning for move.
THURSDAY	Same	Four sets of number cards 0-12. Dominoes. Play game "High Number." See page 27 in Book 1, Addison-Wesley. Give each student 5 dominoes. Give oral math sentence for each.
FRIDAY	Same	Dominoes Play Dominoes. Player gives math sentence for each domino placed, e.g., three is less than six, six is equal to six.

1/CHAP/169/S.1

CHECKLIST FOR TUTOR PLAN SHEET

SCHOOL _____ DATE _____

TUTOR'S NAME _____ VERIFICATION _____

	YES	NO
Skills have been prescribed by the classroom teacher.	_____	_____
A plan was made for each student prior to the service.	_____	_____
Plans include: skill to be reinforced	_____	_____
materials	_____	_____
activities	_____	_____
Classroom teacher has initialed the Coordination Form monthly.	_____	_____

COMMENTS: _____

_____

CHECKLIST FOR TUTOR PLAN SHEET

SCHOOL _____ DATE _____

TUTOR'S NAME _____ VERIFICATION _____

	YES	NO
Skills have been prescribed by the classroom teacher.	_____	_____
A plan was made for each student prior to the service.	_____	_____
Plans include: skill to be reinforced	_____	_____
materials	_____	_____
activities	_____	_____
Classroom teacher has initialed the Coordination Form monthly.	_____	_____

COMMENTS: _____

_____

1/chap/169.7

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
TUTOR PROGRAM SCHEDULE

DATE: _____

SCHOOL: _____ CHAPTER I PERSONNEL: _____

	Student's Name	Grade	Classroom Teacher	Mon	Tues	Wed	Thur	Fri	Total Weekly Contact
1									
2									
3									
4									
5									
6									
7									
8									
9									

TOTAL DAILY CONTACT
(270 min. daily except Wed.)
(210 min. on Wed.)

Non-Instructional Duties:

	M	T	W	TR	F
Before School					
During School					
After School					
Total *					

*Not to exceed 42 minutes for each day.

Copies: Principal (1); Chapter I District Staff (1);
Chapter I Coordinating Teacher (1)

1/CHAP/169.28

ORANGE COUNTY PUBLIC SCHOOLS
TEACHER OBSERVATION CHECKLIST FOR K-1.5 CHILDREN

TO BE COMPLETED WITHIN EIGHT WEEKS OF ENTRY

NAME _____ TEACHER _____ GRADE _____ DATE _____

CHECK PROBLEM AREAS		CHECKS	COMMENTS
MOTOR	Gross motor coordination - jumping, hopping balancing, skipping		
	Fine motor - cutting, pasting, folding, coloring, pencil grip, drawing, writing		
	Copying/spacing - shapes, numbers, letters, words		
	Other		
VISUAL	Visual discrimination - matching		
	Visual memory - pictures, shapes, colors, sizes, numbers, letters, words		
	Sequencing - pictures, colors, numbers, letters, words		
	Other		
AUDITORY	Auditory discrimination - sounds/words		
	Following oral directions		
	Auditory memory - sounds, letters, words, sentences, numbers		
	Other		
LANGUAGE	Personal information - name, age, address, birthday, phone number, parent name		
	Abbreviated language/one-word response		
	Appropriate responses		
	Vocabulary - verbal, written, sight		
	Grammatical structure - oral/written		
	Other		
SOCIAL EMOTIONAL	Communication with peers/adults		
	Works independently/uses time wisely		
	Participates in activities/withdrawn behavior		
	Disruptive/inappropriate behavior		
	Self image		
	Attention span		
	Completes work		
	Other		

*Recommended Strategies (Check one or more after PREP Team Meeting)

Enrichment ☐	Developmental ☐	Possible Preventative ☐

1/PREP/113.29

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
MATH-FIRST GRADE
BEHAVIORAL CHECKLIST

_____ _____ _____
Student Date School

DIRECTIONS

Check behavioral characteristics with which student has difficulty.

_____ 1. Working independently
_____ 2. Following directions
_____ 3. Identifying top, bottom, left, right, inside, and outside positions
_____ 4. Classifying objects by a common attribute
_____ 5. Recognizing and extending a linear pattern
_____ 6. Matching sets to show the same number
_____ 7. Identifying the tallest, longest, or shortest of three objects
_____ 8. Identifying which of two sets has more or fewer objects
_____ 9. Identifying which of three activities occurred first, next, and last
_____ 10. Identifying which of two activities takes more or less time
_____ 11. Recognizing numbers and shapes
_____ 12. Copying numbers and shapes
_____ 13. Identifying circles, squares, and triangles
_____ 14. Identifying solid shapes that are ball shaped, can shaped, and box shaped
_____ 15. Identifying halves of a region or set
_____ 16. Recognizing numbers for sets of 0 to 9 objects
_____ 17. Constructing sets of 0 to 9
_____ 18. Identify the first through the fifth object in an ordered set
_____ 19. Identify pennies and nickels

Total number of checks _____

Classroom Teacher's Signature _____

1/CHAP/169.10 AB00410

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
MATH COORDINATION FORM

INTRODUCTION:

The purpose of the coordination form is to insure meaningful coordination/support to the regular classroom teacher's math prescription for each target student. The listing of skills on this form constitutes a wide range of math.

STUDENT _____ GRADE _____

MATH TEACHER _____ CHAPTER I TUTOR _____

QUALIFYING TEST SCORE _____ % ile DATE _____/_____
(Entry) (Withdrawal)

CHAPTER I CHECKLIST OF MATH SKILLS:

NUMERATION

S/A S/P

( ) ( ) 1. Identify top, bottom, left, right, inside, and outside positions
( ) ( ) 2. Classify objects by common attributes
( ) ( ) 3. Match sets to show the same number
( ) ( ) 4. Recognize, copy, and extend linear patterns/spacial patterns
( ) ( ) 5. Identify which of two sets has more or fewer objects
( ) ( ) 6. Compare numbers 0 to 20
( ) ( ) 7. Write numbers for sets of 5 to 31 objects
( ) ( ) 8. Order numbers 0 to 31
( ) ( ) 9. Count, write, and order numbers for a set of 0 to 12 objects
( ) ( ) 10. Count on or back with numbers 0 to 12
( ) ( ) 11. Recognize and use ordinal numbers to tenth
( ) ( ) 12. Read, write and order 2-digit numbers.
( ) ( ) 13. Read, write, and count numbers through 100 in order
( ) ( ) 14. Skip count by twos, threes, fives, and tens
( ) ( ) 15. Identify even and odd numbers
( ) ( ) 16. Compare numbers through 100
( ) ( ) 17. Recognize and use ordinal numbers through twenty-sixth
( ) ( ) 18. Read and write 3-digit numbers for objects grouped by hundreds tens, and ones.
( ) ( ) 19. Read, write, count, and order numbers through 999
( ) ( ) 20. Use money notation through three digits
( ) ( ) 21. Identify the greater or lesser of two 3-digit numbers
( ) ( ) 22. Round to the nearest ten, hundred, thousand or dollar
( ) ( ) 23. Read, write and compare numbers through four digits
( ) ( ) 24. Read and write numbers through six digits
( ) ( ) 25. Write standard numbers for Roman numerals
( ) ( ) 26. Read and write numbers through nine digits
( ) ( ) 27. Count coins and dollars, make change and use money notation

ADDITION

( ) ( ) 1. Find sums by adding 1 or 2 more
( ) ( ) 2. Recall addition facts where one addend is 1, 2, 3, or 0
( ) ( ) 3. Recall addition facts to 5, 10, 12, 18
( ) ( ) 4. Add three 1-digit numbers where sums are 12 or less
( ) ( ) 5. Add two or three 2-digit numbers without trading, including money
( ) ( ) 6. Add three or four 1-digit numbers
( ) ( ) 7. Add 2 or 3 2-digit numbers with trading, including money
( ) ( ) 8. Add 3-digit numbers without trading including money
( ) ( ) 9. Estimate sums by rounding to the nearest ten, hundred, or dollar
( ) ( ) 10. Find sums of up to four 3-digit addends
( ) ( ) 11. Add 4-digit numbers including money
( ) ( ) 12. Add 5-digit numbers including money
( ) ( ) 13. Solve word problems

SUBTRACTION

S/A S/P

( ) ( ) 1. Find differences by subtracting 1 or 2
( ) ( ) 2. Recall subtraction facts through 5, 10, 12, 14, 18 including money
( ) ( ) 3. Recall subtraction facts where the subtrahend is 1, 2, 3, or 0
( ) ( ) 4. Subtract 2-digit numbers without trading, including money
( ) ( ) 5. Subtract 2-digit numbers with trading
( ) ( ) 6. Subtract 3-digit numbers without trading
( ) ( ) 7. Subtract 3-digit numbers with trading including money
( ) ( ) 8. Estimate differences by rounding to the nearest ten, hundred, or dollar
( ) ( ) 9. Subtract 4 and/or 5-digit numbers including money
( ) ( ) 10. Solve word problems

MULTIPLICATION

( ) ( ) 1. Find products using related pictures
( ) ( ) 2. Recall multiplication facts through 5 x 5, 9 x 5, 9 x 9 including order property
( ) ( ) 3. Use multiplication facts to multiply three numbers and to find missing factors
( ) ( ) 4. Multiply 2-digit factors, 3-digit factors, 4-digit factors by 1-digit factors including money
( ) ( ) 5. Identify multiples of 1-digit numbers
( ) ( ) 6. Identify a missing factor given a product and one factor
( ) ( ) 7. Identity factors of numbers less than 20
( ) ( ) 8. Find products of multiples of 10, 100, and 1,000
( ) ( ) 9. Estimate products by rounding a factor to the nearest ten, hundred, or dollar
( ) ( ) 10. Multiply 2-digit factors, 3-digit factors by 2-digit factors including money
( ) ( ) 11. Solve word problems

1/mf/167.6

DIVISION

S/A S/P

( ) ( ) 1. Find quotients using related pictures
( ) ( ) 2. Find quotients when the divisor is 1 through 5 using related multiplication facts
( ) ( ) 3. Recall division facts
( ) ( ) 4. Divide by 1-digit divisors to find 2-digit quotients
( ) ( ) 5. Divide by 1-digit divisors to find 3-digit quotients
( ) ( ) 6. Find averages
( ) ( ) 7. Estimate quotients by rounding to the nearest ten or dollar
( ) ( ) 8. Divide by 2-digit divisors to find 1-digit quotients
( ) ( ) 9. Divide by 2-digit divisors to find 2-digit quotients
( ) ( ) 10. Solve word problems

FRACTIONS

( ) ( ) 1. Identify halves of a region or set
( ) ( ) 2. Identify halves, thirds, and fourths of an object or set using related pictures
( ) ( ) 3. Find fractional parts of numbers using related pictures
( ) ( ) 4. Compare fractions, using related pictures
( ) ( ) 5. Compare fractions by finding equivalent fractions with like denominators
( ) ( ) 6. Find equivalent fractions and fractions reduced to lowest-terms
( ) ( ) 7. Write whole or mixed numbers fractions greater than 1
( ) ( ) 8. Add and subtract fractions with unlike denominators
( ) ( ) 9. Multiply and divide fractions with like and unlike denominators

DECIMALS

( ) ( ) 1. Write decimals to represent ones and tenths
( ) ( ) 2. Find differences of one-place decimals
( ) ( ) 3. Write decimals through hundredths including money
( ) ( ) 4. Compare decimals through hundredths
( ) ( ) 5. Find sums and differences of decimals through thousandths
( ) ( ) 6. Find products of decimals through thousandths

MEASUREMENT

S/A S/P

( ) ( ) 1. Identify the tallest, longest, or shortest of three objects
( ) ( ) 2. Identify which container holds more or less
( ) ( ) 3. Measure length using nonstandard units
( ) ( ) 4. Measure length using standard units
( ) ( ) 5. Measure to the nearest inch
( ) ( ) 6. Choose appropriate units of capacity or weight, and read a Fahrenheit thermometer
( ) ( ) 7. Find area by counting squares; find volume by counting cubes
( ) ( ) 8. Estimate length using inches, feet, yards, and miles; measure length to the nearest 1/4 inch
( ) ( ) 9. Find the perimeter by adding the lengths of the sides
( ) ( ) 10. Find perimeter in inches and area in square inches
( ) ( ) 11. Find area by multiplying length times width; find volume by multiplying length times width times height
( ) ( ) 12. Estimate weight using ounces, pounds and tons.
( ) ( ) 13. Estimate capacity using cups, pints, gallons; estimate weight using pounds; estimate temperature using degrees Fahrenheit

Graphs

( ) ( ) 1. Make and interpret tally charts and bar graphs; interpret picture graphs
( ) ( ) 2. Use number pairs to locate and name points on coordinate graphs

Time

( ) ( ) 1. Identify which of three activities occurred first, next and last
( ) ( ) 2. Identify which of two activities takes more or less time
( ) ( ) 3. Tell time to the hour and half hour; read a calendar
( ) ( ) 4. Tell time by reading a 12-hour clock, a calendar, or a time zone chart; tell time before or after a given time

S/A S/P

( ) ( ) 1. Count pennies through 12¢
( ) ( ) 2. Recognize the value of nickels and dimes
( ) ( ) 3. Count groups of coins up to 99¢
( ) ( ) 4. Count coins and dollars, make change and use money notation through three digits

Metric

( ) ( ) 1. Find perimeter in centimeters by measuring and adding the lengths of the sides
( ) ( ) 2. Estimate length using meters and kilometers
( ) ( ) 3. Estimate capacity using liters and milliliters; estimate weight using grams and kilograms; estimate temperature using degrees Celsius

Geometry

( ) ( ) 1. Identify solid shapes that are ball shaped, can shaped and box shaped
( ) ( ) 2. Identify circles, squares, triangles and rectangles
( ) ( ) 3. Identify triangles, squares and rectangles and give the numbers of sides and corners
( ) ( ) 4. Recognize when two figures appear to be the same shape and/or size
( ) ( ) 5. Complete shape patterns and identify whether an object is inside, outside or on a plane figure
( ) ( ) 6. Recognize when a figure appears to have a line of symmetry
( ) ( ) 7. Identify cubes, spheres, cylinders, rectangular prisms, squares, rectangles, circles, and triangles
( ) ( ) 8. Identify segments, angles, and right angles
( ) ( ) 9. Identify space and plane figures and count their vertices, faces and sides
( ) ( ) 10. Identify and name points, lines, segments, parallel and intersecting lines, rays, angles and right angles

S/A Skill Assigned (LEA)
S/P Skill Presented (Ch. I)

l/mf/167.7

ADDITIONAL SKILLS	COORDINATION DOCUMENTATION
SEPTEMBER	Date _____ LEA _____ Chapter I _____ Comments _____
OCTOBER	Date _____ LEA _____ Chapter I _____ Comments _____
NOVEMBER	Date _____ LEA _____ Chapter I _____ Comments _____
DECEMBER	Date _____ LEA _____ Chapter I _____ Comments _____
JANUARY	Date _____ LEA _____ Chapter I _____ Comments _____
FEBRUARY	Date _____ LEA _____ Chapter I _____ Comments _____
MARCH	Date _____ LEA _____ Chapter I _____ Comments _____
APRIL	Date _____ LEA _____ Chapter I _____ Comments _____
MAY	Date _____ LEA _____ Chapter I _____ Comments _____

l/mf/167.8